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# **Command Assessment Team Survey System (CATSYS): User Guide**

**Paul Rosenfeld  
Amy L. Culbertson**

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Paul Rosenfeld  
Amy L. Culbertson

Reviewed by  
Patricia J. Thomas  
Director, Women and Multicultural Research Office

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Approved and released by  
Richard C. Sorenson  
Associate Technical Director

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## **Foreword**

This document contains a user guide for the Command Assessment Team Survey System (CATSYS). CATSYS is a computerized survey system designed to assess equal opportunity climate at Navy commands. The development of CATSYS was sponsored by the Equal Opportunity Division (PERS-61) of the Chief of Naval Personnel. This project was funded by work request numbers N0002291WREE561 and N0002292POEE503. The Chief of Naval Education and Training (CNET-00QM) is the primary customer of the system.

This computer system (CATSYS, Version 2.1) is an enhanced and modified version of an earlier system sponsored by the Commander, Oceanographic Systems Pacific (COSP). The system design and programming were done by Mel Kunihiro of the Information Systems and Technology Center (ISTC), Pearl Harbor, HI. The authors greatly appreciate Mel's outstanding efforts in support of this project. Also, the authors would like to thank the staffs of PERS-61, CNET-00QM, and Carol Newell for their input and assistance.

Requests should be addressed to Dr. Paul Rosenfeld, Navy Personnel Research and Development Center (Code 01E), San Diego, CA 92152-7250, (619) 553-7658 or DSN 553-7658.

**RICHARD C. SORENSON**  
Associate Technical Director

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# **User Guide**

## **Description of the System and User Guide**

The Command Assessment Team Survey System (CATSYS) software is written for personal computers (PC) to assist Command Assessment Team (CAT) members in conducting equal opportunity assessments. Under the Command Managed Equal Opportunity (CMEO) program regular command assessments are required.

This guide describes the steps in the survey process that use the computerized survey system.

## **Overview**

CATSYS is a menu-driven, PC-based, computer survey system. The following paragraphs describe the system's computer requirements, installation, and start-up procedures. A database management system (dBASE III Plus, version 1.1), the NANTUCKET Clipper Compiler (1987 summer version), and dGE graphics (version 4) were used to develop the CATSYS survey system, but are not needed to run the survey program.

To operate the system, the user should be familiar with basic microcomputer operating procedures.

## **Hardware Requirements**

**Computer.** CATSYS is designed to run on any IBM, Zenith (e.g., Z-248), or IBM compatible PC with an MS-DOS or PC-DOS operating system (version 3.2 or higher). The system requires a minimum of 640K of Random Access Memory (RAM) to function effectively. (Memory resident programs such as menus, notepads (etc.), which reduce the available RAM below 640 may impede the program's effectiveness.) The computer must have both a hard disk and a diskette drive (5 1/4 in. or 3 1/2 in.). Since the system will be used to store large amounts of survey data it is recommended that at least 3 megabytes of permanent storage space be available on the hard disk. The video terminal must be 80 character by 25 line, cursor-addressable. Optimal utilization of CATSYS requires the PC to have a graphics card and preferably color or enhanced color (e.g., EGA, VGA) capabilities. While CATSYS will work effectively on a 286-class machine its performance will be considerably enhanced on 386- and 486-class PCs. Presently, CATSYS does not require or support a mouse.

**Printer.** CATSYS will work on HP-Laser or Epson-compatible printers. It was also successfully tested on the ALPS P2000 printer found at many Navy activities. Other printer drivers are contained in the program, but not all features of the system may work on them.

# Operation Procedures

## Installation

CATSYS is contained on two diskettes. The diskette labeled **CATS DISK 1** contains the files for the survey system. The diskette labeled **CATS DISK 2** contains the database files. Files from both diskettes must be transferred to the hard drive on your computer. To save space, the files on **CATS DISK 1** are stored in compressed form on the diskette and must be uncompressed using the procedures described below.

The instructions assume that the hard drive is labeled **C** and the diskette drive is labeled **A** on your computer. If this is not the case, substitute the appropriate drive designation in the command lines below. Words that are underlined indicate what should be typed at each step.

Step 1: Turn on the computer (boot the system).

Step 2: Change the system prompt to display the directory path as part of the prompt (if it doesn't already) by typing:

**C > PROMPT \$P\$G <return> or <enter>**

The prompt should now appear as **C:\>**

Step 3: Create a new directory on the hard drive (C) called CATSYS:

**C:\>MD CATSYS <return> or <enter>**

Step 4: Change to the CATSYS directory:

**C:\>CD\CATSYS <return> or <enter>**

Step 5: Put the **CATS DISK 1** diskette into drive A.

Step 6: Copy and uncompress the contents of **CATS DISK 1** to the hard drive (C) using the following command:

**C:\CATSYS>a:CATSPRGM <return> or <enter>**

Step 7: Remove the diskette and put it away for safekeeping.

Step 8: Insert the **CATS DISK 2** diskette into drive A and copy the contents to drive C.

**C:\CATSYS>copy a:\*. \* <return> or <enter>**

**CATSYS** is now ready to operate.

If the system does not load, it may be due to a lack of "files" in the config.sys statement of your PC. Because CATSYS utilizes multiple files, the "files" in the config.sys statement of the PC should be set to a minimum of 30 and the number of buffers should be at least 10. For very large applications, the number of files may need to be increased to 65. You can make these changes to the config.sys file by editing it with any text editor or word processor.



## Security Considerations: Access Levels

There are a number of access levels in CATSYS (Version 2.1). Levels one and two are restricted to those individuals authorized to make basic changes to CATSYS. Level three is designated for CAT members, the primary users of this manual. Level three access allows CAT members to administer the survey, make necessary modifications to open-ended questions, enter the responses into the database, analyze the responses, and obtain the results in table and graphic format. Level four is the data input level. It is used by individuals who will be entering completed surveys into the database. Level five is the respondent level. It allows a respondent to take the survey directly on the computer. This user's guide is written at access level 3—the level appropriate for CAT members.

### Getting Started

After the system is installed, type the following to begin CATSYS:

C:\CATSYS>catsys <return> or <enter>

The system will load the programs and display a title screen. It will ask for your login and password. This is to provide security to the system and prevent inadvertent or unauthorized access to the database.

To enter at the CAT member level, type the following:

Login: comnd <return> or <enter>

Password: team <return> or <enter>

The main menu will appear on the screen with the following five options:

|                             |
|-----------------------------|
| D - DEFINE COMMAND SURVEY   |
| M - MODIFY SURVEY QUESTIONS |
| E - ENTER SURVEY RESPONSE   |
| G - GENERATE REPORTS        |
| S - SYSTEM UTILITIES MENU   |
| Q - QUIT TO DOS             |

All instructions to the user or actions available are printed at the bottom middle of the screen.

To select an option, either press the key that is the first letter of the command, such as **D** for "DEFINE COMMAND SURVEY," or move the highlight bar to the option you want using the cursor/arrow keys and <return> or <enter>.

The first step in running CATSYS is to enter the demographics of your command using the DEFINE COMMAND SURVEY menu. Selecting the DEFINE COMMAND SURVEY option will result in the following submenu:

|                               |
|-------------------------------|
| I - INPUT COMMAND UNIQUE DATA |
| D - QUESTIONNAIRE DESCRIPTION |
| L - LIST OF COMMAND DATA      |
| Q - QUIT TO MAIN MENU         |

**INPUT COMMAND UNIQUE DATA.** Select the **I** from the submenu. The screen that will appear, will indicate "Command Equal Opportunity/Sexual Harassment (CEOSH) Survey." This submenu is used to enter a title and a date for the survey, demographic data about the command, and the printer type (the default is set to ALPS P2000). Completing the demographic data requires that you determine the percentages of active-duty personnel in your command within the following categories: Officer/Enlisted, Gender (male or female), Ethnic Group (Black, White, Hispanic, Asian/Pacific Islander), and Paygrade/Rank. CATSYS uses the following Paygrade/Rank groupings: E-1 through E-3, E-4 through E-6, E-7 through E-9; W-1 through W-4; O-1 through O-3, O-4 through O-6. This information should be available through the administrative/personnel officer at your command.

The title and other information in the INPUT COMMAND UNIQUE DATA screen are "default" values. This screen should be modified by the CAT to include information (e.g., command name, date) relevant to the specific survey administration that is being done. To add or change information, press **E** for edit (notice options at the bottom middle of the screen). The cursor highlight bar will appear on the first "Survey Title" line. Information such as the name of the command and survey date can be entered on Survey Title lines 1 through 3. On Survey Title, line 3, a reminder notice appears which says, "ENTER COMMAND-SPECIFIC INFO AND SET PRINTER BELOW." To change the default demographics press <return> or <enter> or use the cursor/arrow keys to advance to the next line. If you do not know the demographic breakout of a command at this time, you can advance through the fields by pressing <return> or <enter>, or using the cursor/arrow keys to move down.

CATSYS requires each demographic group (e.g., ethnic group, rank, sex) to total 100%. Therefore, default values are included. These are *not* real values and should be changed by the CAT to fit the local command's demographics. If the exact distributions are not known, they should be estimated.

To set the printer, see the message at the bottom middle of the screen (at the "Printer Type" field) that says, "Enter Printer Type for Graphs (\=List of Printers)." To see the list of possible

printers, press the backslash key (\) and then <return> or <enter>. The printers will be listed by number. Currently, CATSYS is compatible with a number of different printers but works best on HP-Laser, Epson dot-matrix, and ALPS P2000 printers.

Use the cursor/arrow keys to move the highlight bar to the type of printer you have. Press S to select that printer. Your selection will then appear on the screen next to Printer Type. Press <return> or <enter> again. You will be asked if you want to update this information. Press Y for "yes." To exit, press Q for quit.

**QUESTIONNAIRE DESCRIPTION.** While the survey contains a standard set of opening or closing instructions, you may modify these instructions to the survey by selecting submenu D. In the **QUESTIONNAIRE DESCRIPTION** submenu, press E to edit the statements. The modifications are saved by pressing <control>T and selecting Y in response to the prompt to update this information. You will need to print the survey from the CATSYS program to include these changes on the paper survey form.

**LIST OF COMMAND DATA.** You may list (or PRINT) the demographic data by selecting this submenu option, L.

**QUIT TO MAIN MENU.** Press Q to return to the main menu.

### **The Command Assessment Team Equal Opportunity/Sexual Harassment (CEOSH) Survey**

A standard survey was developed for commands to use in their local equal opportunity assessments. A paper copy of the survey is provided in Appendix A. CAT members will use this survey to measure the equal opportunity climate at their commands. It is also contained on CATSYS.

The CEOSH survey contains 43 items (5 demographic questions; 38 equal opportunity questions) and should take about 10-15 minutes to complete. The items are close-ended meaning that a scale with a range of acceptable answers (i.e., agree-disagree) is provided. Close-ended scales are preferred on surveys such as the CEOSH because close-ended scales: (1) are easy to score, (2) provide more reliable data than open-ended questions, and (3) allow comparisons to be made between groups (e.g., Blacks, Whites, Hispanics) since everyone uses the same response options. These standard survey items also allow comparisons with norms that were developed from the responses of a large sample of Navy personnel (see Appendix B). The survey addresses eight equal opportunity content areas called *modules*. These eight *modules* are:

- Advancement
- Retention
- Discipline
- Discrimination
- Grievances
- Sexual Harassment
- Fraternization
- Navy Rights & Responsibilities/Command Management Equal Opportunity (NR&R/CMEO)

## **Command Specific Questions**

In addition to the close-ended standard questions, there are three open-ended questions on the CEOSH survey. CATSYS also allows the CAT to add (or delete) command-specific open-ended questions to the survey. In this way, the CAT can tap issues that may be of concern to a particular command. CAT members may want to ask key command personnel, such as the Commanding Officer (CO), Executive Officer (XO), or Command Master Chief (CMC), for input on what open-ended questions to include in the survey.

## **Selecting the Survey Sample**

In many cases, it is impractical, too expensive, or overly time-consuming to administer a survey such as the CEOSH to all members of a command. In survey research, the common solution is to administer a survey to a *sample* of the larger population. A *sample* is defined as a subset that is representative of a larger population. If *samples* are chosen carefully, the responses will likely be very close to those which would have been obtained had the entire population been surveyed. Selecting a *sample* is a very important step in collecting accurate data that represent the views of all command personnel.

### **Random Sampling**

There are several different ways that a sample can be drawn. Simple random sampling is the easiest and most common of sampling techniques. In simple random sampling, everyone in a command population has an equal chance to be selected.

For an equal opportunity survey, it is important to accurately represent the views of personnel who are in minority groups at a command. Random sampling may not be appropriate because some groups at commands may be very small even though the command is large. A random sample will have a small number of minorities in it if minorities are few in numbers or make up a small percentage of all personnel at a command. This will occur because most Navy commands have a much higher percentage of:

- (1) White personnel compared to Black, Hispanic, or Asian/Pacific Islanders.
- (2) Men compared to Women.
- (3) Enlisted compared to Officers.

The methods used in professional surveys (e.g., Gallup polls) to handle this problem often involve oversampling minority groups and statistically weighting the responses of different groups, a process called *poststratification weighting*. Complex statistical calculations as well as access to a mainframe computer are typically required to apply these methods.

Since this complex sampling method is not practical using CATSYS, ensuring that your survey data accurately reflect the views of the smaller groups requires selecting a large enough sample so at least 10 members from each minority group (e.g., Hispanics, Blacks, women) are included. To accomplish this goal, a percentage of minorities at a command should be used to calculate the number of personnel needed to attain at least 10 in each minority group. If a command

is 5% Hispanic, at least 200 respondents will be required to attain 10 Hispanics per group (i.e.,  $10 - \text{number required per group} / .05 - \text{percentage in population} = 200 - \text{number required in sample}$ ). If the command is 4% Asian/Pacific Islander, then at least 250 respondents ( $10 / .04 = 250$ ) will be required to attain 10 Asian/Pacific Islanders in the sample. The members of the CAT will need to exercise judgment in determining when it is no longer cost effective to increase the sample size to attain at least 10 of a very small group. When this happens, different sampling ratios can be used for the minority group or groups than are used for the rest of the command. In a command of 500 personnel, 15 of whom are Hispanic, you would have to sample 67% of Hispanics but only 50% of Whites. Sometimes you may need to survey every member of the minority group to obtain a minimum of 10. Remember, however, that it is not appropriate to allow individuals to voluntarily become part of the sample. If less than 10 members of a group are represented in the sample, caution should be used in interpreting the results.

Oversampling minorities will, to an extent, skew the data when overall analyses (e.g., total respondents; officers vs. enlisted) rather than separate analyses of women and minority groups are made. Usually the impact on the total respondents of oversampling minorities and women are so small as not to be significant. However, if several minority groups and women need to be oversampled in a much higher proportion than their representation in the command population, the CAT should be aware that the overall survey results will reflect those of the minority groups and women by several percentage points more than if a truly random sample was used.

To keep the process simple, it is recommended that CAT members use a method similar to that used by the command drug testing program (see Table 1). This method typically uses the last digit of social security numbers (SSN) to randomly select a sample.

**Table 1**

**Recommended Sample Sizes for Command Equal Opportunity Survey**

| Command Size    | Approximate % Sampled | Select Person if Last Digit of SSN Ends in |
|-----------------|-----------------------|--|
| Under 100       | 100                   | All  |
| 101 to 124      | 90                    | 1 through 9                                |
| 125 to 224      | 80                    | 1 through 8                                |
| 225 to 324      | 70                    | 2 through 8                                |
| 325 to 449      | 60                    | 2, 3, 5, 7, 9, 0                           |
| 450 to 599      | 50                    | 2, 4, 6, 8, 0                              |
| 600 to 999      | 40                    | 1, 3, 7, 9                                 |
| 1,000 to 1,999  | 30                    | 5, 7, 0                                    |
| 2,000 and above | 20 (or less)          | 3, 6                                       |

Note. Up to a maximum of 600 respondents.

## **Sample Size**

Since time and human resource constraints usually argue against surveying everyone in a command, the following guidelines for the size of your *sample* are given. If the surveys are administered face-to-face or in groups, more completed surveys will be obtained than when surveys are distributed and returned at a later date. If distributed (e.g., mail) surveys are used, the CAT should *increase* the sample sizes by 10-20% of that recommended in Table 1. For example, with a command of 1,000 individuals about 30% should be sampled for group administration. For distributed administration, draw a sample of 40-50% to anticipate the lack of returns.

## **Modifying and Printing the CEOSH Survey**

The CATSYS package contains a paper copy of the standard CEOSH survey, printed on a high quality laser printer. When the survey is administered using a paper-and-pencil format, this paper copy survey should be reproduced. First, however, you will want to decide whether the open-ended questions should be modified.

### **Modifying and Printing Command Specific Open-Ended Questions**

The following steps are used to modify open-ended questions:

Step 1: Select DEFINE COMMAND SURVEY from the main menu.

Step 2: Select COMMAND SURVEY QUESTIONS from the submenu.

The screen displays three open-ended questions provided for the survey. CATs may revise these questions, delete them, or add more questions to the list. Use the editing menu options at the bottom of the screen to make changes.

Step 3: Press Q when done making changes to return to the submenu.

Step 4: Select QUIT TO MAIN MENU to return to the main menu.

The following steps are to be used to print open-ended questions:

Step 1: Select the GENERATE REPORTS menu.

Step 2: Select the PRINT COMMAND UNIQUE QUESTIONS submenu. Remove the open-ended questions contained on the paper copy CEOSH survey and attach the new questions before reproducing the survey.

### **Printing the Survey**

If changes are made to the opening and closing instructions of the CEOSH survey, you will need to print a copy of the survey. Make sure that the printer type is set properly.

Step 1: Select GENERATE REPORTS.

Step 2: Select the PRINT SURVEY QUESTIONNAIRE.

Step 3: Press P for print (see command at the bottom middle of the screen).

## **Administering the CEOSH Survey**

### **Ensuring Anonymity and Confidentiality**

The CEOSH survey can be completed in either its paper copy form or on the computer. Unless all respondents can complete the survey on a single computer, it is recommended that the survey be administered using the paper survey form.

To administer the paper survey, the CAT should make enough copies of the CEOSH survey for everyone in the sample. The survey should be administered to individuals randomly chosen to be in the sample.

Two important issues to consider are *anonymity* and *confidentiality*.

(1) *Anonymity*. In surveys such as the CEOSH, it is important that respondents know that their responses will not be attributed to them or have a negative effect on their careers. For this reason, information which can identify the respondents, such as name or SSN, should not be on the survey.

(2) *Confidentiality*. A related notion to anonymity is confidentiality, which means: No one other than members of the CAT or other authorized personnel should have access to the completed survey. Since the demographic information or handwriting on the open-ended items might identify who answered the survey, completed CEOSH survey forms should be secured and access limited.

### **Response Rate**

The response rate (percentage of respondents who complete the survey) affects the reliability of the results. The rate is determined by dividing the number of completed surveys by the number that could have taken it. Thus, surveys sent to personnel who were recently discharged, transferred, or on temporary duty should not be counted in the response rate since surveys could not have been completed by these people.

Surveys with high response rates are generally more valid than those with low rates. For surveys that are distributed (e.g., mailed out), a response rate of at least 50% is desirable. The response rate usually can be increased by:

1. Emphasizing how important the survey is.
2. Making clear that no negative impact will occur as a result of completing the survey.
3. Making repeated contacts with potential respondents through follow-up phone calls, letters, or postcards.

Although it is important to try to maximize the response rate, compelling individuals to complete the CEOSH may result in biased data.

## Group Versus Distributed Administration

Two common ways of administering the paper survey are: (1) *group sessions*, where the individuals selected to complete the survey are gathered in a room and (2) *distributed surveys*, where the surveys are distributed to the sample with a return envelope or designated return area indicated. *Group sessions* usually result in higher response rates, whereas *distributed surveys* typically require follow-up procedures but allow the respondents to feel more anonymous. The CAT should use its own judgment in selecting the administration method best suited for a command. As mentioned, if distributed surveys are used, the CAT should increase the percentage sampled by 10-20% to compensate for those who do not return the survey.

## Computer Administration

Having a respondent complete the CEOSH survey on a computer has a number of advantages: (1) *separate data entry is eliminated*, because the respondent enters his or her own data directly into the computer, (2) *missing responses are avoided*, because the next question will not appear on the computer screen until the previous one is completed, and (3) *entry errors are reduced*. When survey responses are entered by another person into the database, errors can occur. Computer administration eliminates this step.

Computer administration has some drawbacks: (1) Computer access for each respondent is required, (2) individuals may feel that "big brother" is monitoring their responses, and (3) it will take longer to gather the responses than group administration.

Research comparing results obtained on computer versus paper surveys has found that both formats yield equivalent results. Thus, the CAT should decide, based on time and computer resources available, which mode of administration to employ. If the team decides to use computer administration, all respondents should complete the computer version, rather than mixing the two formats.

If computer administration is chosen, a *single* computer should be set up in a semiprivate area where command personnel can come individually and complete the survey. (WARNING: It is recommended that the CAT not have individuals complete the CEOSH survey on different computers. Difficulties in merging the various data files, especially if the sequence numbers used on the different machines are the same, may occur.) A CAT member must be present to start the survey system and give the respondent instructions before allowing the respondent to complete the survey privately.

Access level 5 is designed for computer administration of the CEOSH. To enter this level:

Step 1: C:\CATSYS>catsys

Step 2: Type survy for login, and survy for password.

Step 3: Select INDIVIDUAL SURVEY ENTRY.

The computer will display a screen that asks for demographics, such as rank, sex, racial/ethnic information. The response options are listed and numbered. The respondent should enter the number that corresponds to the correct option, and press <return> or <enter> to move to the next item.



After entering paygrade/rank information, a message at the bottom middle of the screen will ask whether you want to continue with the survey (have respondent press **C** and <return> or <enter>), or allow the respondent to go back and modify what he/she has just entered in the demographic data by pressing **M** and then <return> or <enter>.

Next, the screen will show a summary of the demographic information at the top of the screen, the survey question and response scale in the middle of the screen, and instructions and options at the bottom of the screen.

Respondents taking the survey on the computer need to enter a number from the rating scale that corresponds to their answer for each question. To advance to the next question after entering a number, the respondent must press <return> or <enter>.

CATSYS checks responses to make sure they are not out of range (i.e., answers must be between 1 and 6). The computer will not advance to the next question if the respondent has entered a number other than 1 through 6.

Note that the last six items on the survey are factual (i.e., yes, no) NR&R/CMEQ questions. However, due to space limitations only one response scale format (disagree-agree) is possible. To answer these "yes, no" items properly, CATSYS instructs the respondent to answer "2" if "no," "4" if "yes," and "6" if "don't know/not applicable."

When all the questions are answered, the system asks whether to save the survey responses. The respondent should press **Y** for "YES," and then <return> or <enter> to save the data. CATSYS will assign a number and should return to the submenu. This process is repeated for additional respondents. If a respondent exits the survey system before getting to the end, the data are lost. Also, if there is a power failure or anything else that will cause the computer to lose power during the survey, the data will not be saved. The data for that respondent should be reentered from the beginning.

Respondents who take the survey on the computer also need to complete any command specific open-ended questions on a paper survey form. CATSYS does not allow for responses to open-ended questions to be entered and stored.

## **Entering and Analyzing Survey Data**

### **Deleting Data From an Earlier Survey Administration**

All the data in the CATSYS database will be used to make the output tables and graphs. If data from an earlier survey are in the system, they will be included in the analysis of the newly entered responses. All old data should be deleted or transferred from the computer system before entering the new data.

If there are many data entries to delete, it is best to delete all the files from the CATSYS subdirectory and reinstall the system using the original floppy disks. This procedure is performed as follows:

- Step 1: C:\>CD CATSYS <return> or <enter>
- Step 2: C:\CATSYS>Delete \*.\*
- Step 3: Reinstall the CATSYS System as previously described.

To delete the data of an individual respondent from the database:

- Step 1: Select ENTER SURVEY RESPONSE from the main menu.
- Step 2: Select RESPONSE MAINTENANCE from the submenu. The system will display the sequence number, demographic information, module and question number, and response to each question in the far right column.
- Step 3: Press D for delete to erase the line of data highlighted by the highlight bar. A message will appear at the bottom middle of the screen that asks "delete this information?"
- Step 4: Press Y and <return> or <enter> for "yes." Continue for all the lines of data in the file that you wish to eliminate.

### Entering Survey Data into CATSYS

Responses to surveys taken using the paper form will need to be entered into the CATSYS database. This is one of the most important (and labor intensive) tasks facing the CAT. If individuals other than those on the CAT are assigned to enter survey data, they can use the system at Level 4, the data entry level.

- Step 1: At the C:\CATSYS> prompt, type catsys.
- Step 2: After the title screen appears, type entry for the login, and entry for the password.
- Step 3: Select ENTER SURVEY RESPONSE from the main menu.
- Step 4: Select DATA ENTRY from the submenu. The computer will display a screen that asks you to enter demographics, such as rank, sex, racial/ethnic information. The response options are listed and numbered. Enter the number that corresponds to the information on the paper survey.
- Step 5: Press <return> or <enter> to move to the next item.
- Step 6: After entering the paygrade/rank information for the survey, a message at the bottom middle of the screen will ask whether you want to continue with the survey (press C and <return> or <enter>), or go back and modify what you just entered in the demographic data (press M and <return> or <enter>).

Next, the survey system will show a summary of the demographic information at the top of the screen, the survey questions and response scale in the middle of the screen, and instructions and options at the bottom of the screen.

- Step 7: Enter a response (a number from 1 through 6) for each question. To advance to the next question, press <return> or <enter>. Responses are automatically checked to make sure they are not out of range (must be from 1 through 6). The computer will not advance to

the next question if an out-of-range number is entered. Since the last six items of the survey, the NR&R/CMEQ module, are factual items, they are best responded to on a "no," "yes," or "don't know/not applicable" scale. This scale is contained on the hardcopy version of the CEOSH. However, CATSYS (Version 2.1) is limited to only one type of scale for responses. Thus, recoding of NR&R/CMEQ items is required. "No" responses are coded "2," "yes" responses are coded "4," and "don't know/not applicable" responses are coded "6." In this way the percentage indicating "no," "yes," and "don't know/not applicable" can be determined from the percentages of those indicating "2," "4," and "6," respectively. A reminder message indicating this coding scheme will appear on CATSYS following each of the NR&R/CMEQ items.

**Step 8:** When you are done entering the responses, the system asks whether you want to save the data for that respondent. Press Y for "YES" and <return> or <enter> to save the data. Although the CEOSH survey is completed anonymously, CATSYS must have a way to match demographic data to survey responses for the data analysis. This is accomplished by having the system automatically assign a number, known as a sequence number, to each respondent's data when it is entered into the computer system. Sequence numbers are assigned after responses for the last item are entered into the database. In general, all new surveys should begin with sequence number "1." However, beginning sequence numbers can be changed using the BEGINNING SEQUENCE NUMBER submenu in the SYSTEM UTILITIES menu.

**Step 9:** After completing steps 1 through 8, you will be returned to the submenu. To enter data from the next survey, repeat this process.

**Step 10:** To get back to the main menu, press Q for QUIT TO MAIN MENU.

### **Coding Missing Data**

On the paper survey, individuals may leave one or more answers blank. When entering these responses into the CATSYS database, a "6" should be used for missing responses. In CATSYS, "6" is also used to indicate "not applicable."

### **Checking Survey Data for Errors**

Correctness of the data is critical because all analyses and conclusions depend on its accuracy. After completing data entry, the responses can be checked and errors corrected by selecting the RESPONSE MAINTENANCE submenu. The screen displays the sequence number, demographic data, the question module and number, and responses to each question in the far right hand column, under the heading "response." Use the editing keys at the bottom of the screen to make changes to the data. When done, save the changes by responding Y(es) to the question about updating the information. You will then be returned to the submenu. To get back to the main menu, select the QUIT TO MAIN MENU option.

## **Checking for Incomplete or Invalid Surveys**

Check to make sure that no one entered the same number (e.g., all "3s") for every question. If so, it is highly unlikely that their responses are valid. After writing down how many respondents did this, delete their data from the system.

## **Dealing with Missing Demographic Data**

If respondents leave out any of the demographic items, a blank can be assigned by pressing <return> or <enter> instead of entering a number for that demographic field. Thus, if gender was omitted on the survey it should be coded as blank by pressing <return> or <enter> at the gender field. CATSYS will analyze the other data for that respondent while omitting it from the gender breakdowns. In general, the CAT should remind respondents to complete all demographic responses. If a survey is returned with three or more of the demographic items missing, it should not be entered into the system.

## **Transferring Data From One Computer to Another**

CATSYS stores the survey data in a file called "cmeoresp.dbf." After the data are entered on one machine you may wish to transfer them to another machine. For example, the CAT may wish to brief the CO on his/her machine or may want to print the graphs and tables using a computer connected to a better printer. For surveys with many respondents the "cmeoresp.dbf" file is large and may require a high density (1.2 or 1.44 megabyte) diskette for transfer.

To transfer survey data to another machine:

- Step 1: Copy the "cmeoresp.dbf" file to a blank diskette: C:\CATSYS>copy cmeoresp.dbf a:  
<return> or <enter>
- Step 2: Install CATSYS on the new machine.
- Step 3: Copy "cmeoresp.dbf" from the floppy disk into the new machine's CATSYS directory:  
C:\CATSYS>copy a: cmeoresp.dbf <return> or <enter>
- Step 4: After copying "cmeoresp.dbf," start the system again.
- Step 5: Enter SYSTEMS UTILITY MENU and select REINDEX FILES. (This may take a while with large survey data files).
- Step 6: Run BUILD GRAPH/SUMMARY TABLES option to reanalyze the data on the new machine.

If, after transferring the data to a new machine, you want to add more survey responses, you must first change the sequence number, otherwise the new data will overwrite (use the same numbers as) the old data.

- Step 1: Select SYSTEM UTILITIES MENU and select BEGIN SEQUENCE NUMBER.
- Step 2: Enter a sequence number greater than the last number used in the previous cmeoresp.dbf file (enter the RESPONSE MAINTENANCE submenu, press <control> <enter> to see the last number used on the previous response file). This will ensure that newly added survey data does not overwrite the previously transferred data.

## **Analyzing Open-Ended Questions**

Responses to the open-ended questions are not subject to any formal data analysis. The CAT should code the demographic responses on the last page of the open-ended questions (e.g., officer, enlisted; male, female), separate these pages from the hardcopy survey, and put them together in packets by racial/ethnic gender groups. (NOTE: If there is a sense that the respondents may be identifiable due to handwriting, the CAT should consider retyping the comments and using the typed package.) In reading over the comments, trends should be noted and major issues and concerns summarized. A summary should be prepared for the CO, XO, CMC, and other relevant parties. Keep the actual response sheets until you are sure they are no longer needed.

## **Generating CATSYS Output**

The strongest feature of CATSYS is its ability to quickly analyze data and produce survey output. Before you can generate any output, your printer must be properly identified. If the output is not printing correctly you may have to connect the computer to another printer. In general, CATSYS should print effectively on any HP-Laser, Epson dot-matrix, ALPS P2000, or compatible printers. (NOTE: If you can't get the printer to work at all, try pressing the printscreen key which should print what is on the current screen.)

### **Data Analysis**

After the data are entered, or new data are added to the system, CATSYS must analyze the responses before producing tables and graphs.

- Step 1: Select GENERATE REPORTS option from the main menu. A submenu will list the six different types of output, or reports, that the system can produce.
- Step 2: Select the third option, BUILD GRAPH/SUMMARY TABLES when new data have been added to the system.
- Step 3: Wait (may take 5 to 10 minutes or more depending on the number of surveys and the speed of your computer) until a message at the bottom middle of the screen says "Please Select an Option." You are now ready to produce the survey output.

### **Generating Graphs**

Data reported in the bar and line graphs are averages (means) calculated automatically by the system. Responses of "6" (don't know/not applicable/missing) are not considered in the calculation of these averages.

All graphs and tables will be displayed on the screen. You have the option of printing the output (press **P**) that is being displayed on the screen or continuing to the next graph (press **C**). Press **Q** if you want to leave the graph menu.

### **Viewing and Printing Graphs**

Select the GRAPHS BY MODULE submenu option to produce output in bar chart and line graph formats. Remember that there are a total of eight modules in the survey. After selecting

**GRAPHS BY MODULE**, a third level of menus will appear allowing you to select the type of comparisons you want the graphs to show.

Selecting **TOTAL RESPONDENTS** will display bar graphs of the data based on all respondents who took the survey. Each graph shows the averages or means for questions in a particular module.

Selecting **RACIAL/ETHNIC GROUP** will produce line graphs of four racial/ethnic groups (Black, White, Hispanic, Asian/Pacific Islander) for each survey module. (NOTE: Because of small numbers, CATSYS does not produce racial/ethnic breakdowns or graphs for those indicating "Other." However, the responses of respondents who indicated that they are "Other" are included in the graphs and tables for officer/enlisted, gender, and paygrade.)

Selecting **GENDER** will produce line graphs comparing males and females for the eight survey modules.

Selecting **OFFICER/ENLISTED** will display line graphs comparing officers and enlisted for the eight survey modules.

Selecting **PAYGRADE** will display line graphs comparing the six paygrade groups for the eight survey modules.

Remember that graphs for the NR&R/CME0 items are based on a three-point coding system. The responses to these items are best interpreted in terms of the percentage who said "no," the percentage who said "yes," and the percentage who said "don't know/not applicable." The **TABLE OF COLLAPSED FREQUENCIES** (see description below) can be used to obtain these percentages.

Once you have finished viewing or printing the module graphs, you will be returned to the submenu. Select **QUIT TO MAIN MENU** to return to the main menu.

### **Viewing and Printing Tables**

Select the **SUMMARY REPORTS** option to have the survey data displayed in tables. Another menu will appear and offer two types of tables.

The **TABLE OF RAW FREQUENCIES** displays the numbers and percentages of respondents who selected each response (i.e., 1 through 6) to a given item. The number of respondents who answered each question is displayed. This table also contains the mean or average value of the responses in the far right column. Use these means for comparisons with the Navy-wide norms contained in Appendix B.

The **TABLE OF COLLAPSED FREQUENCIES** menu provides tables with the response categories grouped. Response categories "1" and "2" are combined into a category called "disagree," and "4" and "5" into a category called "agree." The percentages for category "3," "neither agree nor disagree," and "6," "not applicable" are also provided. Use the **TABLE OF COLLAPSED FREQUENCIES** menu to interpret the results of the NR&R/CME0 items. Because of the 3-point coding scheme, the percentage "disagree" (those coded as "2") should be interpreted as the percentage "no," the percentage "agree" (those coded as "4") is equivalent to those

indicating "yes," and the percentage "not applicable" (those coded as "6") is equal to the percentage "don't know/not applicable."

Submenus allow you to view or print tables by Total Respondents, Racial/Ethnic Group, Gender, Enlisted/Officer, and by Paygrade/Rank for both TABLE OF RAW FREQUENCIES and TABLE OF COLLAPSED FREQUENCIES.

### **Viewing and Printing Pie Charts**

The PIE CHARTS option displays the demographic data for the command and the survey respondents separately. This information is presented by Racial/Ethnic Group, Gender, Officer/Enlisted, and Paygrade.

As was true with the other kinds of output, all pie charts will be displayed on the screen and can be printed. Use the options at the bottom of the screen to show whether you want to print the chart, continue to the next one, or exit.

### **Making Changes to CATSYS**

#### **System Utilities Menu Option**

Sometimes (e.g., when transferring data from another computer) the CATSYS files will need to be reindexed:

- Step 1: Select SYSTEM UTILITIES MENU from the main menu.
- Step 2: Select REINDEX FILES. This initiates a program that will sort all the files in proper order so that the system can conduct calculations and produce the output. Selecting this option updates the database for analyses. CATSYS will usually do this automatically when the system is started. When transferring data from another machine the files will have to be reindexed.

#### **Setting the Printer Configuration**

Depending on your computer/printer setup, you may need to make modifications to the printer configuration:

- Step 1: Select UPDATE SYSTEM PRINTER. This displays a screen that has specific information about your printer port, mode of operation, and command string for various printers. If you are not getting any output, the port setting (LPT1, LPT2) may need to be changed using this submenu.
- Step 2: Change the numerical settings by using the information below the straight line that shows what settings correspond to dot matrix and laser printers.

(NOTE: If you have an HP LaserJet III series printer that doesn't print correctly using the standard HP LaserJet selection, try typing in both sets of these codes:

Normal Mode—027, 069, 027, 038, 107, 052, 083;

Condensed Mode—027, 069, 027, 038, 108, 049, 111, 056, 068, 027, 040, 115, 048, 084, 027, 038, 107, 050, 083.)

Step 3: To make changes, press **Y** and <return> or <enter> in response to the question "continue with printer configuration?" Your cursor will jump to each of the three settings.

Step 4: After updating the information, you are returned to the submenu. Press **Q** to return to the main menu. (NOTE: If you are having trouble printing, the printscreen key can print the contents of many of the nongraphic output screens).

## **Interpreting Survey Results**

### **Demographics**

The pie charts show the degree to which the survey respondents are representative of the entire command. Compare the pie charts of the sample with the pie charts of the entire command. Remember that, if you have had to oversample minority groups to attain the minimum of 10 individuals, your sample demographics may differ from the command population.

If you have data from groups with less than 10 individuals in the sample, the results should be interpreted very cautiously (unless they represent over half of all members of those groups in the command). As mentioned previously, a decision to increase the size of the sample may be made if it is unlikely that the recommended minimum size of 10 will be obtained for one or more of the main groups (i.e., male-female; Whites, Blacks, Hispanics). However, it is recommended that the maximum number of individuals in a survey assessment be limited to 600. CATSYS can analyze up to 5000 surveys. However, additional computer memory and processing power may be necessary for very large samples.

### **Determining Subgroup Differences**

The tables and graphs are the basis for determining racial/ethnic similarities and differences. There are no absolute rules about the interpretation of differences between groups. Since all survey responses have some degree of error, differences should be greater than 10 percentage points or .5 of a mean (average) scale point before they are interpreted as "meaningful." Also, *patterns* of consistent differences in a module should be noted rather than a difference between groups on a single item. Differences between groups on an entire module are less likely to be due to chance variation than differences on a single item.

Certain patterns should be routinely checked. Do men and women differ on their perceptions of sexual harassment and grievances? Do officers and enlisted have different perceptions of retention issues? Do Whites, Hispanics, Blacks and Asian/Pacific Islanders have differing perceptions about discrimination, discipline, and advancement? While checking for differences between various subgroups, the CAT members should compare the local responses to the Navy-wide norms listed in Appendix B. Differences have been obtained in Navy-wide surveys between various subgroups (e.g., Whites and Blacks have different Discipline perceptions) and the command results may mirror these differences. (NOTE: Keep in mind that the CEOSH survey contains questions that are positively and negatively worded. Thus, for some items a low mean [i.e., disagreeing with a negatively worded item] indicates a positive finding.)

In interpreting the overall survey responses, as well as the subgroup comparisons, the absolute value of the responses should also be considered. Do the average scores fall on the "agree"



side (above 3) of the scale? Does a higher percentage of the respondents agree or disagree with an item? It will be rare for average responses to be much above "4" or much below "2." Thus, an average score of 4 or above should be interpreted as indicating clear agreement with an item and scores of 2 or below as indicating clear disagreement. Scores around "3" ("neither agree nor disagree") are harder to interpret—individuals selecting this may have no opinion, be unsure, be ambivalent, or hesitant to express their true feelings.

Although many of the conclusions drawn from the survey will be based on perceptions rather than facts, perceptions are often related to actual behavior and may influence how Navy people feel, work, and act together. Responses to the perceptual items tell something about the climate of a command and may be related to how well the command is functioning.

### **Comparisons to Navy-wide Data**

Appendix B of this User Guide contains Navy-wide norms obtained from the 1991 administration of the Navy Equal Opportunity/Sexual Harassment (NEOSH) Survey. All items in the CEOSH survey are also on the NEOSH survey. These norms provide comparison data that CATs can use to assess how the attitudes of personnel at their local command compare to those of the entire Navy. Norms are presented for total respondents and by gender, race/ethnic group, officer-enlisted, and paygrade. Since the NR&R/CMEO items are factual, "yes," "no," and "don't know/not applicable," percentages are shown. Note that in order to generate comparable percentages for NR&R items on the CEOSH survey they must be coded into the database using the guidelines previously described. When comparing the results of the CEOSH survey to the Navy-wide norms, the team should highlight the items that differ by at least .5 above or below the NEOSH survey norms (10 percentage points above or below for NR&R/CMEO items). If differences greater than 1.0 (or 20 percentage points) are found, the CAT should emphasize these discrepancies in the feedback to the command, since it is unlikely that they occurred simply due to chance or error. Comparisons between responses of groups of less than 10 and the NEOSH survey norms should be made with extreme caution. Because of the small number of respondents, the chances for inaccurate conclusions are high. In general, the smaller the command-level comparison group the greater the chances of error in comparisons to Navy-wide norms.

Many commands will not be satisfied with matching the Navy norms, but strive for a higher goal. Other commands may exist or work in harsh environments where attaining the Navy-wide norms is difficult. The goal should be continuous improvement. Thus, the results of one year's survey should be compared to prior years to see if gains have been made. Together with the other data gathered by the CAT, the CEOSH survey can help determine a command's success at attaining the Navy's stated goal of providing equal opportunity for all its personnel.

**Appendix A**  
**Command Equal Opportunity/Sexual Harassment (CEOSH) Survey**

## **Command Equal Opportunity/Sexual Harassment (CEOSH) Survey**

You are being asked to complete this survey as part of our command's assessment of equal opportunity. Do not put your name on this survey. No one will be able to match your answers to you, so please answer all questions honestly. When done with the survey, return it to the designated collection area or to your survey administrator.

Circle the number to show your answer to each question.

### **DEMOGRAPHICS**

Are you:

1. Enlisted
2. Officer

Are you:

1. Female
2. Male

Are you:

1. White
2. Black/African American
3. Asian/Pacific Islander
4. Other \_\_\_\_\_

Are you of Spanish/Hispanic origin or descent? (*Note: Individuals of Spanish/Hispanic origin may also be members of any of the groups listed in the previous item.*)

1. No, not Spanish/Hispanic
2. Yes, Mexican, Chicano, Mexican-American
3. Yes, Puerto Rican
4. Yes, Cuban
5. Yes, other Spanish/Hispanic

Select your current paygrade:

1. E-1 through E-3
2. E-4 through E-6
3. E-7 through E-9
4. W-1 through W-4
5. O-1 through O-3
6. O-4 through O-6

## Instructions

The following questions will ask how much you agree or disagree with a statement. Pick the answer that fits best for you, and circle its number.

### ADVANCEMENT

1. This command helps people prepare to advance in rate/grade.

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

2. This command recommends people who deserve it for promotion/advancement.

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

3. I have to work harder to get promoted/advanced than other people do.

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

### RETENTION

1. This command provides the information people need to make decisions about staying in the Navy.

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

2. My experiences at this command have encouraged me to stay in the Navy.

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**3. I plan to leave the Navy because I am dissatisfied.**

| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know<br>N/A |
|----------------------|----------|----------------------------------|-------|-------------------|---|
| 1                    | 2        | 3                                | 4     | 5                 |   |

**4. I intend to stay in the Navy for at least 20 years.**

| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know<br>N/A |
|----------------------|----------|----------------------------------|-------|-------------------|---|
| 1                    | 2        | 3                                | 4     | 5                 |   |

**DISCIPLINE**

**1. The discipline system at this command is fair.**

| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know<br>N/A |
|----------------------|----------|----------------------------------|-------|-------------------|---|
| 1                    | 2        | 3                                | 4     | 5                 |   |

**2. Race/ethnic group makes no difference when punishment is given at this command.**

| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know<br>N/A |
|----------------------|----------|----------------------------------|-------|-------------------|---|
| 1                    | 2        | 3                                | 4     | 5                 |   |

**3. Minorities at this command get harsher punishment than others who commit the same offenses.**

| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know<br>N/A |
|----------------------|----------|----------------------------------|-------|-------------------|---|
| 1                    | 2        | 3                                | 4     | 5                 |   |

**4. Minorities at this command seem to get sent to Captain's Mast more often than others who commit the same offenses.**

| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know<br>N/A |
|----------------------|----------|----------------------------------|-------|-------------------|---|
| 1                    | 2        | 3                                | 4     | 5                 |   |

## **DISCRIMINATION**

**1. Personnel are assigned according to their skills/NEC at this command.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**2. The chain of command discourages favoritism at this command.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**3. People of different racial/ethnic groups generally get along at this command.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**4. Anti-Black discrimination is common at this command.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**5. Anti-Hispanic discrimination is common at this command.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**6. Anti-female discrimination is common at this command.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

## **GRIEVANCES**

**1. The chain of command here is an effective way to resolve equal opportunity problems.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**2. I feel I can report unfair treatment at this command without bad things happening to me.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**3. A grievance would be given a fair hearing at this command.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**4. I know how to file a grievance.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**5. I know at least one individual not in my chain of command who I can approach for advice/assistance if I were experiencing discrimination or sexual harassment.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**6. This command forwards "request mast chits" in a timely manner.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

## **SEXUAL HARASSMENT**

**1. Sexual harassment is occurring at this command.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**2. Actions are being taken at this command to prevent sexual harassment.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**3. The leadership at this command enforces the Navy's policy on sexual harassment.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**4. Sexual harassment training is taken seriously at this command.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**5. I feel free to report sexual harassment without fear of bad things happening to me.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**FRATERNIZATION**

**1. I understand what is and is not fraternization.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**2. Fraternization is occurring at this command.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |



**3. Fraternization is a problem at this command.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**4. This command would take prompt action to stop fraternization if someone reported it.**

|                      |          |                                  |       |                   |                                  |
|----------------------|----------|----------------------------------|-------|-------------------|----------------------------------|
| Strongly<br>Disagree | Disagree | Neither<br>Agree nor<br>Disagree | Agree | Strongly<br>Agree | Not<br>Applicable/<br>Don't Know |
| 1                    | 2        | 3                                | 4     | 5                 | N/A                              |

**For the following items, please answer by circling "No," "Yes," or "Don't Know/NA."**

**NR&R/CMEO**

**1. I have attended Navy Rights & Responsibilities (NR&R) training at this command.**

No                      Yes                      Don't Know/NA

**2. I have received training at this command about fraternization.**

No                      Yes                      Don't Know/NA

**3. I have received training at this command about the prevention of sexual harassment.**

No                      Yes                      Don't Know/NA

**4. I understand the Navy CMEO program.**

No                      Yes                      Don't Know/NA

**5. I am aware of the results of the last annual command equal opportunity assessment.**

No                      Yes                      Don't Know/NA

**6. I know of at least two individuals on the Command Assessment Team (CAT) or Command Training Team (CTT).**

No                      Yes                      Don't Know/NA

## **Command Specific Questions**

**1. What equal opportunity training, programs, or events at this command do you think are the most effective?**

**2. What equal opportunity training, programs, or events at this command do you think are the least effective?**

**3. Are there other equal opportunity issues or problems at this command that were not included in the survey? What are they?**

**You have finished the survey. Thank you very much for your help. Please return the survey to your survey administrator.**

**Appendix B**  
**Navy-wide Norms**

# **Navy-wide Norms** **Total Navy**

|                          | <u>Mean</u> |
|--------------------------|-------------|
| <b>ADVANCEMENT</b>       |             |
| Q1                       | 3.33        |
| Q2                       | 3.58        |
| Q3                       | 3.04        |
| <b>RETENTION</b>         |             |
| Q1                       | 3.16        |
| Q2                       | 2.54        |
| Q3                       | 2.58        |
| Q4                       | 3.06        |
| <b>DISCIPLINE</b>        |             |
| Q1                       | 3.34        |
| Q2                       | 3.74        |
| Q3                       | 2.05        |
| Q4                       | 2.03        |
| <b>DISCRIMINATION</b>    |             |
| Q1                       | 3.22        |
| Q2                       | 3.17        |
| Q3                       | 3.78        |
| Q4                       | 2.26        |
| Q5                       | 2.18        |
| Q6                       | 2.33        |
| <b>GRIEVANCES</b>        |             |
| Q1                       | 3.36        |
| Q2                       | 3.30        |
| Q3                       | 3.41        |
| Q4                       | 3.59        |
| Q5                       | 3.99        |
| Q6                       | 3.45        |
| <b>SEXUAL HARASSMENT</b> |             |
| Q1                       | 2.50        |
| Q2                       | 3.77        |
| Q3                       | 3.93        |
| Q4                       | 3.48        |
| Q5                       | 3.58        |
| <b>FRATERNIZATION</b>    |             |
| Q1                       | 3.97        |
| Q2                       | 2.88        |
| Q3                       | 2.29        |
| Q4                       | 3.61        |

| NR&R/CMEO | <u>Percent</u> |
|-----------|----------------|
| Q1        |                |
| Yes       | 66             |
| No        | 31             |
| DK        | 4              |
| Q2        |                |
| Yes       | 70             |
| No        | 29             |
| DK        | 2              |
| Q3        |                |
| Yes       | 75             |
| No        | 24             |
| DK        | 1              |
| Q4        |                |
| Yes       | 53             |
| No        | 25             |
| DK        | 23             |
| Q5        |                |
| Yes       | 19             |
| No        | 58             |
| DK        | 25             |
| Q6        |                |
| Yes       | 38             |
| No        | 45             |
| DK        | 18             |

Note. DK = Don't Know.

# **Navy-wide Norms Racial/Ethnic Group**

|                          | White       | Black | Hispanic | Asian/Pacific<br>Islander |
|--------------------------|-------------|-------|----------|---------------------------|
|                          | <b>Mean</b> |       |          |                           |
| <b>ADVANCEMENT</b>       |             |       |          |                           |
| Q1                       | 3.34        | 3.15  | 3.31     | 4.07                      |
| Q2                       | 3.57        | 3.52  | 3.60     | 3.98                      |
| Q3                       | 2.94        | 3.30  | 3.14     | 3.56                      |
| <b>RETENTION</b>         |             |       |          |                           |
| Q1                       | 3.16        | 2.99  | 3.14     | 3.64                      |
| Q2                       | 2.51        | 2.50  | 2.60     | 3.55                      |
| Q3                       | 2.55        | 2.73  | 2.69     | 2.23                      |
| Q4                       | 3.07        | 2.87  | 2.87     | 4.05                      |
| <b>DISCIPLINE</b>        |             |       |          |                           |
| Q1                       | 3.34        | 3.14  | 3.38     | 3.84                      |
| Q2                       | 3.86        | 3.16  | 3.68     | 4.04                      |
| Q3                       | 1.85        | 2.85  | 2.27     | 2.26                      |
| Q4                       | 1.80        | 2.95  | 2.26     | 2.35                      |
| <b>DISCRIMINATION</b>    |             |       |          |                           |
| Q1                       | 3.23        | 3.04  | 3.20     | 3.80                      |
| Q2                       | 3.20        | 2.95  | 3.15     | 3.81                      |
| Q3                       | 3.80        | 3.58  | 3.71     | 4.10                      |
| Q4                       | 2.14        | 2.70  | 2.42     | 2.34                      |
| Q5                       | 2.07        | 2.59  | 2.30     | 2.33                      |
| Q6                       | 2.27        | 2.56  | 2.35     | 2.35                      |
| <b>GRIEVANCES</b>        |             |       |          |                           |
| Q1                       | 3.37        | 3.15  | 3.47     | 4.00                      |
| Q2                       | 3.33        | 3.11  | 3.21     | 3.78                      |
| Q3                       | 3.44        | 3.12  | 3.44     | 3.98                      |
| Q4                       | 3.60        | 3.51  | 3.38     | 3.98                      |
| Q5                       | 3.95        | 4.07  | 4.01     | 4.16                      |
| Q6                       | 3.45        | 3.29  | 3.41     | 3.78                      |
| <b>SEXUAL HARASSMENT</b> |             |       |          |                           |
| Q1                       | 2.45        | 2.79  | 2.37     | 2.41                      |
| Q2                       | 3.74        | 3.77  | 3.79     | 4.24                      |
| Q3                       | 3.93        | 3.82  | 3.96     | 4.23                      |
| Q4                       | 3.44        | 3.43  | 3.67     | 4.11                      |
| Q5                       | 3.55        | 3.57  | 3.66     | 3.92                      |

|                | White   | Black | Hispanic | Asian/Pacific<br>Islander |
|----------------|---------|-------|----------|---------------------------|
|                | Mean    |       |          |                           |
| FRATERNIZATION |         |       |          |                           |
| Q1             | 3.97    | 3.91  | 3.99     | 3.95                      |
| Q2             | 2.89    | 2.96  | 2.87     | 2.45                      |
| Q3             | 2.24    | 2.48  | 2.33     | 2.37                      |
| Q4             | 3.59    | 3.60  | 3.72     | 4.03                      |
| NR&R/CMEO      |         |       |          |                           |
|                | Percent |       |          |                           |
| Q1             |         |       |          |                           |
| YES            | 66      | 67    | 64       | 67                        |
| NO             | 32      | 28    | 34       | 33                        |
| DK             | 4       | 6     | 1        | 0                         |
| Q2             |         |       |          |                           |
| YES            | 69      | 75    | 72       | 55                        |
| NO             | 30      | 23    | 28       | 41                        |
| DK             | 1       | 3     | 1        | 4                         |
| Q3             |         |       |          |                           |
| YES            | 73      | 79    | 78       | 70                        |
| NO             | 26      | 19    | 23       | 30                        |
| DK             | 1       | 2     | 1        | 0                         |
| Q4             |         |       |          |                           |
| YES            | 54      | 44    | 43       | 61                        |
| NO             | 23      | 32    | 32       | 23                        |
| DK             | 23      | 25    | 25       | 16                        |
| Q5             |         |       |          |                           |
| YES            | 17      | 17    | 16       | 43                        |
| NO             | 58      | 59    | 60       | 39                        |
| DK             | 25      | 24    | 26       | 19                        |
| Q6             |         |       |          |                           |
| YES            | 40      | 31    | 32       | 44                        |
| NO             | 44      | 47    | 46       | 38                        |
| DK             | 16      | 23    | 23       | 18                        |

Note. DK = Don't Know.

# **Navy-wide Norms** **Gender**

|                          | Male | Female |
|--------------------------|------|--------|
|                          | Mean |        |
| <b>ADVANCEMENT</b>       |      |        |
| Q1                       | 3.36 | 3.14   |
| Q2                       | 3.59 | 3.40   |
| Q3                       | 3.02 | 3.14   |
| <b>RETENTION</b>         |      |        |
| Q1                       | 3.18 | 2.90   |
| Q2                       | 2.56 | 2.46   |
| Q3                       | 2.57 | 2.59   |
| Q4                       | 3.08 | 2.89   |
| <b>DISCIPLINE</b>        |      |        |
| Q1                       | 3.36 | 3.12   |
| Q2                       | 3.76 | 3.60   |
| Q3                       | 2.02 | 2.21   |
| Q4                       | 2.01 | 2.19   |
| <b>DISCRIMINATION</b>    |      |        |
| Q1                       | 3.23 | 3.05   |
| Q2                       | 3.20 | 2.93   |
| Q3                       | 3.78 | 3.72   |
| Q4                       | 2.24 | 2.41   |
| Q5                       | 2.16 | 2.33   |
| Q6                       | 2.28 | 2.72   |
| <b>GRIEVANCES</b>        |      |        |
| Q1                       | 3.38 | 3.21   |
| Q2                       | 3.33 | 3.01   |
| Q3                       | 3.43 | 3.26   |
| Q4                       | 3.60 | 3.52   |
| Q5                       | 3.98 | 3.99   |
| Q6                       | 3.45 | 3.32   |
| <b>SEXUAL HARASSMENT</b> |      |        |
| Q1                       | 2.41 | 3.18   |
| Q2                       | 3.79 | 3.65   |
| Q3                       | 3.96 | 3.72   |
| Q4                       | 3.49 | 3.42   |
| Q5                       | 3.62 | 3.25   |



|                | Male    | Female |
|----------------|---------|--------|
|                | Mean    |        |
| FRATERNIZATION |         |        |
| Q1             | 3.95    | 4.04   |
| Q2             | 2.83    | 3.40   |
| Q3             | 2.24    | 2.69   |
| Q4             | 3.62    | 3.45   |
| NR&R/CMEO      |         |        |
|                | Percent |        |
| Q1             |         |        |
| YES            | 65      | 74     |
| NO             | 32      | 25     |
| DK             | 4       | 2      |
| Q2             |         |        |
| YES            | 70      | 78     |
| NO             | 30      | 22     |
| DK             | 2       | 1      |
| Q3             |         |        |
| YES            | 74      | 80     |
| NO             | 25      | 19     |
| DK             | 1       | 1      |
| Q4             |         |        |
| YES            | 53      | 51     |
| NO             | 25      | 27     |
| DK             | 22      | 23     |
| Q5             |         |        |
| YES            | 18      | 18     |
| NO             | 58      | 60     |
| DK             | 25      | 23     |
| Q6             |         |        |
| YES            | 37      | 38     |
| NO             | 45      | 47     |
| DK             | 18      | 15     |

Note. DK = Don't Know.

# **Navy-wide Norms Officer/Enlisted**

|                          | Officer     | Enlisted |
|--------------------------|-------------|----------|
|                          | <b>Mean</b> |          |
| <b>ADVANCEMENT</b>       |             |          |
| Q1                       | 3.86        | 3.26     |
| Q2                       | 4.02        | 3.52     |
| Q3                       | 2.67        | 3.09     |
| <b>RETENTION</b>         |             |          |
| Q1                       | 3.63        | 3.09     |
| Q2                       | 3.22        | 2.45     |
| Q3                       | 2.16        | 2.64     |
| Q4                       | 3.68        | 2.97     |
| <b>DISCIPLINE</b>        |             |          |
| Q1                       | 4.03        | 3.24     |
| Q2                       | 4.33        | 3.66     |
| Q3                       | 1.58        | 2.11     |
| Q4                       | 1.59        | 2.09     |
| <b>DISCRIMINATION</b>    |             |          |
| Q1                       | 3.92        | 3.12     |
| Q2                       | 3.90        | 3.07     |
| Q3                       | 4.26        | 3.71     |
| Q4                       | 1.65        | 2.35     |
| Q5                       | 1.62        | 2.26     |
| Q6                       | 1.93        | 2.39     |
| <b>GRIEVANCES</b>        |             |          |
| Q1                       | 3.95        | 3.28     |
| Q2                       | 3.91        | 3.22     |
| Q3                       | 3.99        | 3.33     |
| Q4                       | 3.82        | 3.56     |
| Q5                       | 4.09        | 3.97     |
| Q6                       | 4.13        | 3.35     |
| <b>SEXUAL HARASSMENT</b> |             |          |
| Q1                       | 2.20        | 2.54     |
| Q2                       | 4.01        | 3.74     |
| Q3                       | 4.20        | 3.89     |
| Q4                       | 3.84        | 3.43     |
| Q5                       | 3.94        | 3.53     |

|                | Officer | Enlisted |
|----------------|---------|----------|
|                | Mean    |          |
| FRATERNIZATION |         |          |
| Q1             | 4.16    | 3.94     |
| Q2             | 2.36    | 2.95     |
| Q3             | 1.93    | 2.34     |
| Q4             | 3.97    | 3.56     |
| NR&R/CMEO      |         |          |
|                | Percent |          |
| Q1             |         |          |
| YES            | 57      | 67       |
| NO             | 42      | 29       |
| DK             | 1       | 4        |
| Q2             |         |          |
| YES            | 66      | 71       |
| NO             | 33      | 28       |
| DK             | 1       | 2        |
| Q3             |         |          |
| YES            | 73      | 75       |
| NO             | 26      | 24       |
| DK             | 1       | 1        |
| Q4             |         |          |
| YES            | 71      | 50       |
| NO             | 18      | 26       |
| DK             | 11      | 25       |
| Q5             |         |          |
| YES            | 29      | 17       |
| NO             | 57      | 58       |
| DK             | 14      | 26       |
| Q6             |         |          |
| YES            | 55      | 36       |
| NO             | 36      | 46       |
| DK             | 9       | 19       |

Note. DK = Don't Know.

# Navy-wide Norms Paygrade/Rank

|                   | Officer         |                 | Enlisted        |                 |                 |
|-------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                   | O-1 through O-3 | O-4 through O-6 | E-1 through E-3 | E-4 through E-6 | E-7 through E-9 |
|                   | Mean            |                 |                 |                 |                 |
| ADVANCEMENT       |                 |                 |                 |                 |                 |
| Q1                | 3.79            | 3.97            | 3.31            | 3.20            | 3.44            |
| Q2                | 3.92            | 4.16            | 3.53            | 3.50            | 3.59            |
| Q3                | 2.73            | 2.61            | 3.07            | 3.12            | 2.94            |
| RETENTION         |                 |                 |                 |                 |                 |
| Q1                | 3.48            | 3.85            | 3.06            | 3.06            | 3.32            |
| Q2                | 3.05            | 3.51            | 2.37            | 2.43            | 2.81            |
| Q3                | 2.39            | 1.82            | 2.92            | 2.63            | 2.01            |
| Q4                | 3.19            | 4.42            | 1.86            | 3.12            | 4.44            |
| DISCIPLINE        |                 |                 |                 |                 |                 |
| Q1                | 3.91            | 4.24            | 3.16            | 3.22            | 3.50            |
| Q2                | 4.24            | 4.48            | 3.52            | 3.66            | 4.00            |
| Q3                | 1.61            | 1.54            | 2.34            | 2.08            | 1.73            |
| Q4                | 1.63            | 1.50            | 2.21            | 2.10            | 1.72            |
| DISCRIMINATION    |                 |                 |                 |                 |                 |
| Q1                | 3.80            | 4.13            | 2.94            | 3.13            | 3.47            |
| Q2                | 3.73            | 4.16            | 3.14            | 3.00            | 3.31            |
| Q3                | 4.18            | 4.40            | 3.44            | 3.77            | 3.96            |
| Q4                | 1.69            | 1.56            | 2.70            | 2.31            | 1.83            |
| Q5                | 1.66            | 1.54            | 2.51            | 2.25            | 1.83            |
| Q6                | 2.00            | 1.82            | 2.56            | 2.39            | 2.09            |
| GRIEVANCES        |                 |                 |                 |                 |                 |
| Q1                | 3.85            | 4.08            | 3.17            | 3.24            | 3.69            |
| Q2                | 3.73            | 4.18            | 3.28            | 3.11            | 3.69            |
| Q3                | 3.89            | 4.16            | 3.40            | 3.25            | 3.65            |
| Q4                | 3.66            | 4.03            | 3.33            | 3.55            | 4.13            |
| Q5                | 4.04            | 4.15            | 4.09            | 3.91            | 4.07            |
| Q6                | 4.03            | 4.26            | 3.30            | 3.31            | 3.65            |
| SEXUAL HARASSMENT |                 |                 |                 |                 |                 |
| Q1                | 2.16            | 2.29            | 2.49            | 2.61            | 2.23            |
| Q2                | 3.97            | 4.06            | 3.62            | 3.73            | 4.03            |
| Q3                | 4.11            | 4.32            | 3.88            | 3.86            | 4.04            |
| Q4                | 3.76            | 3.93            | 3.26            | 3.46            | 3.61            |
| Q5                | 3.89            | 4.00            | 3.63            | 3.44            | 3.78            |
| FRATERNIZATION    |                 |                 |                 |                 |                 |
| Q1                | 4.12            | 4.22            | 3.86            | 3.95            | 4.06            |
| Q2                | 2.47            | 2.21            | 3.00            | 3.02            | 2.55            |
| Q3                | 1.99            | 1.84            | 2.23            | 2.40            | 2.17            |
| Q4                | 3.87            | 4.13            | 3.51            | 3.56            | 3.69            |

| NR&R/CMEO | Officer         |                 | Enlisted        |                 |                 |
|-----------|-----------------|-----------------|-----------------|-----------------|-----------------|
|           | O-1 through O-3 | O-4 through O-6 | E-1 through E-3 | E-4 through E-6 | E-7 through E-9 |
|           | Percent         |                 |                 |                 |                 |
| Q1        |                 |                 |                 |                 |                 |
| YES       | 61              | 48              | 68              | 67              | 70              |
| NO        | 38              | 52              | 26              | 30              | 30              |
| DK        | 2               | 1               | 6               | 3               | 0               |
| Q2        |                 |                 |                 |                 |                 |
| YES       | 67              | 63              | 76              | 68              | 73              |
| NO        | 32              | 37              | 22              | 31              | 27              |
| DK        | 1               | 0               | 3               | 1               | 0               |
| Q3        |                 |                 |                 |                 |                 |
| YES       | 74              | 71              | 71              | 75              | 81              |
| NO        | 25              | 29              | 27              | 24              | 19              |
| DK        | 1               | 0               | 2               | 1               | 0               |
| Q4        |                 |                 |                 |                 |                 |
| YES       | 66              | 78              | 30              | 51              | 85              |
| NO        | 21              | 15              | 28              | 28              | 9               |
| DK        | 13              | 8               | 43              | 21              | 5               |
| Q5        |                 |                 |                 |                 |                 |
| YES       | 24              | 35              | 8               | 17              | 33              |
| NO        | 61              | 51              | 54              | 60              | 53              |
| DK        | 15              | 14              | 39              | 23              | 14              |
| Q6        |                 |                 |                 |                 |                 |
| YES       | 51              | 58              | 20              | 35              | 71              |
| NO        | 38              | 35              | 46              | 50              | 24              |
| DK        | 11              | 7               | 34              | 15              | 5               |

Note. Norms for Warrant Officers not available.

## **Distribution List**

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